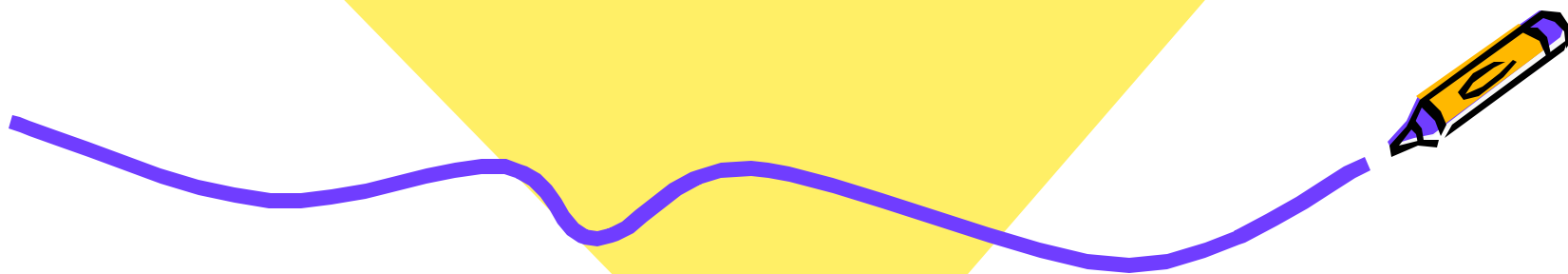




Section 32j-

Great Parents, Great Start

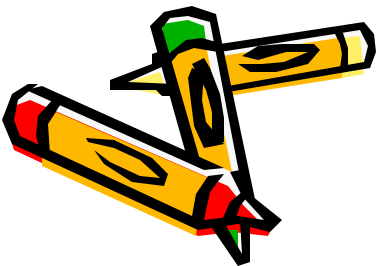
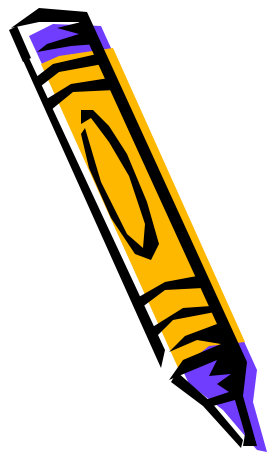




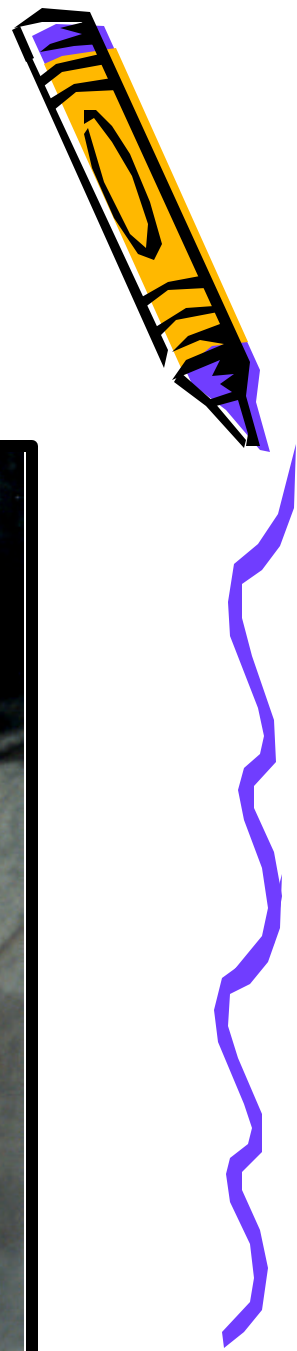
**A parent
education
program**

for

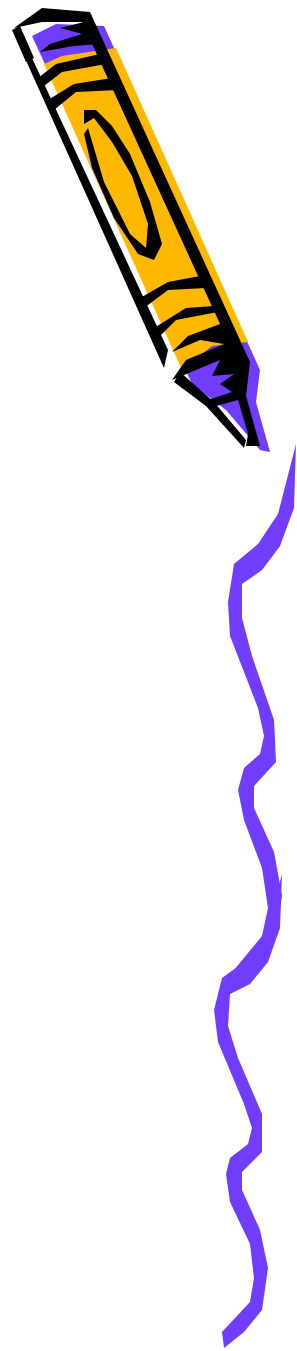
**parents with children birth to
5 years of age (prior to
kindergarten entry)**



Parents as their children's first teachers



The purpose of
Great Parents, Great Start
is to improve school
readiness and foster the
maintenance of stable
families by encouraging
positive parenting skills



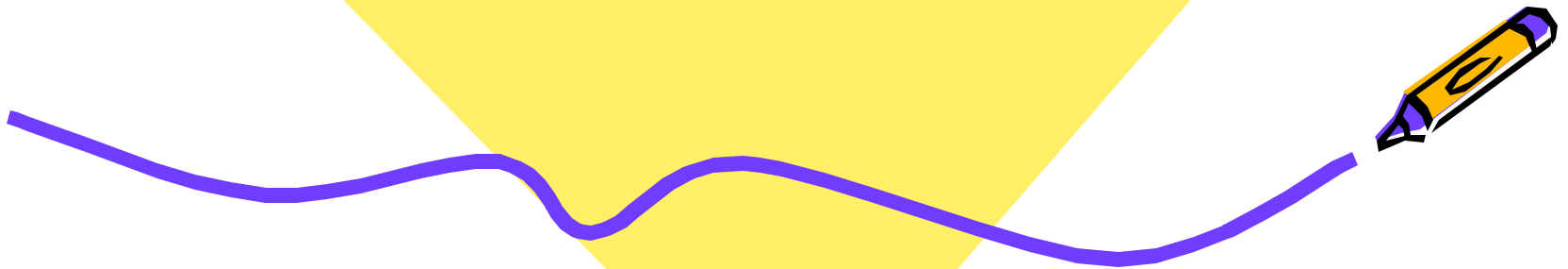
What You Need to Know

- Legislative Requirements
- ASAP-PIE Learnings
- Experience of Other Intermediate School Districts
- Best Practices

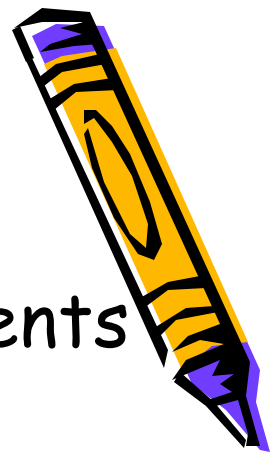




Legislative Requirements



Legislative Requirements



Four required components---provide parents with:

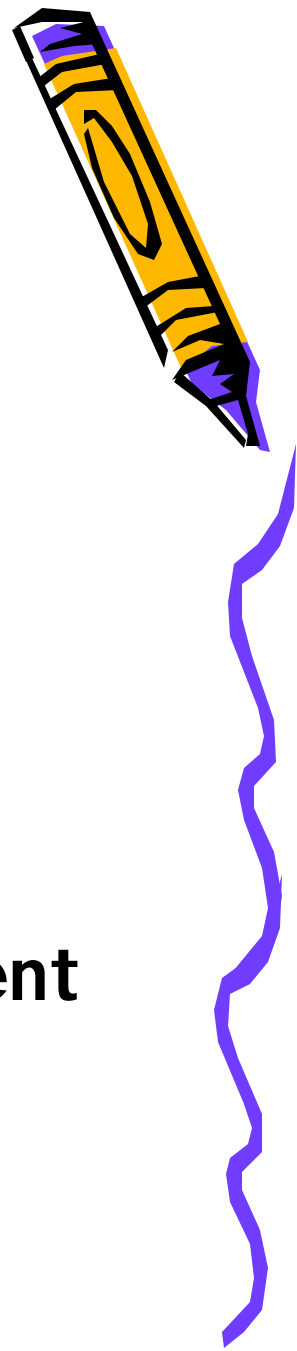
1. Child development information
2. Methods to enhance parent-child interaction, including reading 30 minutes per day
3. Examples of learning opportunities - promoting social, physical, and intellectual growth
4. Access to needed community services



**Encouraging
reading thirty
minutes a day**

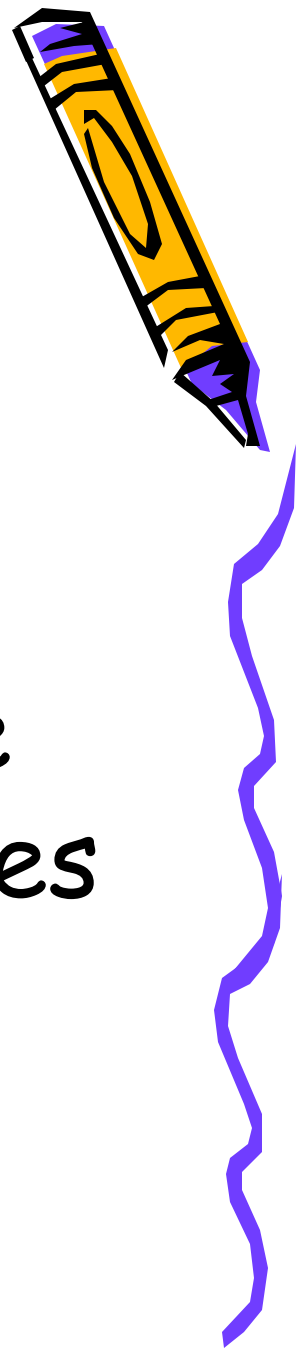


**Focus is reading, as well as other emergent
literacy activities**



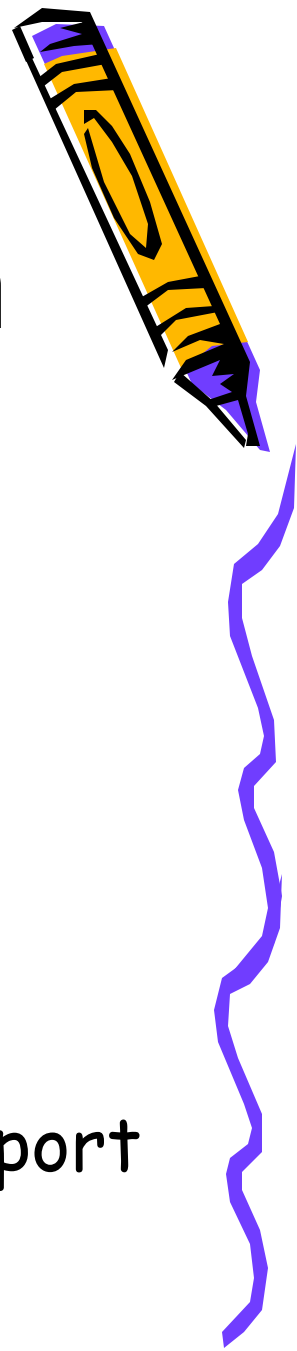
Legislative Requirements (cont.)

Demonstration of adequate
collaboration of local entities





Collaboration



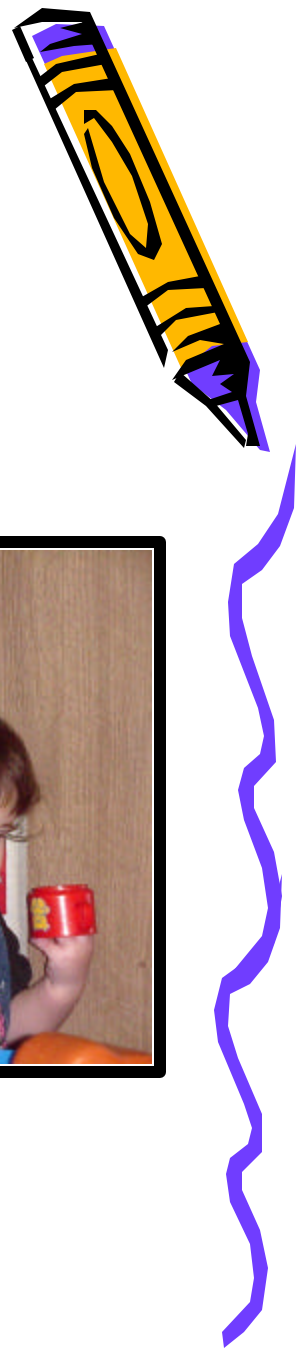
Involve community entities throughout the grant year in

- Program Planning
- Decision Making
- Implementation

It is more than a letter of support or attendance at a quarterly meeting

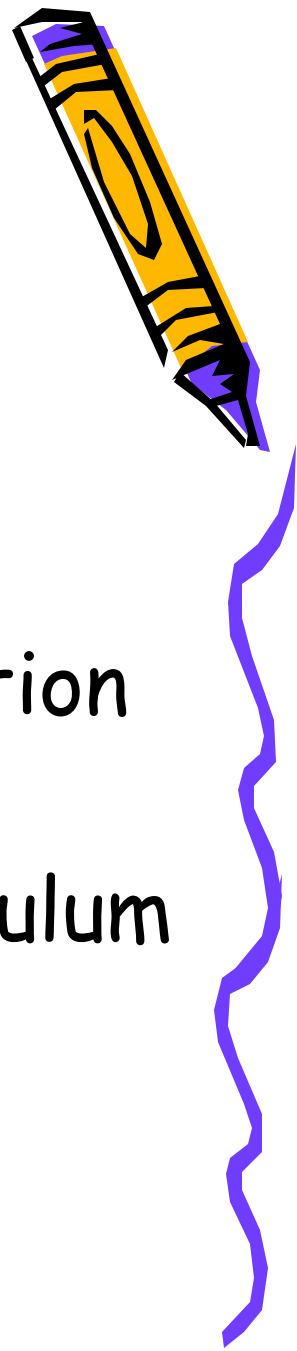


Contact key community entities and identify their services



Regional 4C office
Multi-Purpose
Collaborative Body
Local School Districts
Health Agencies
Mental Health
FIA
MSU Extension
Head Start



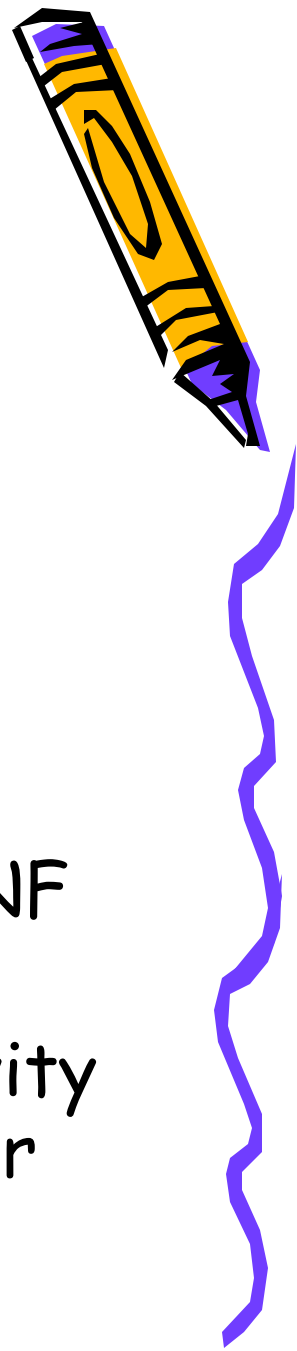


Legislative Requirements (cont.)

- A data collection system and evaluation tool
- Research-based methods and curriculum



Data Collection



- Report by October 15, 2004 to MDE the number of children and families served by Great Parents, Great Start
- Funding will be used as part of state's Maintenance of Effort for federal TANF dollars
- Applicant should indicate how this activity will be supported by the use of match or grant funds



Evaluation Tool



- Identify tool to measure the impact of the program in meeting its intended purpose
- Recommend focusing this effort on a targeted population
- Alternative to naming an evaluation tool:
data on targeted children entered
on the Single Record Student
Data Base



Legislative Requirements (cont.)

Research-based methods and curriculum
are to be utilized

1. Review existing research and curriculum related to school readiness and family stability
2. Describe how the knowledge gained from the review impacted the planning of services to families



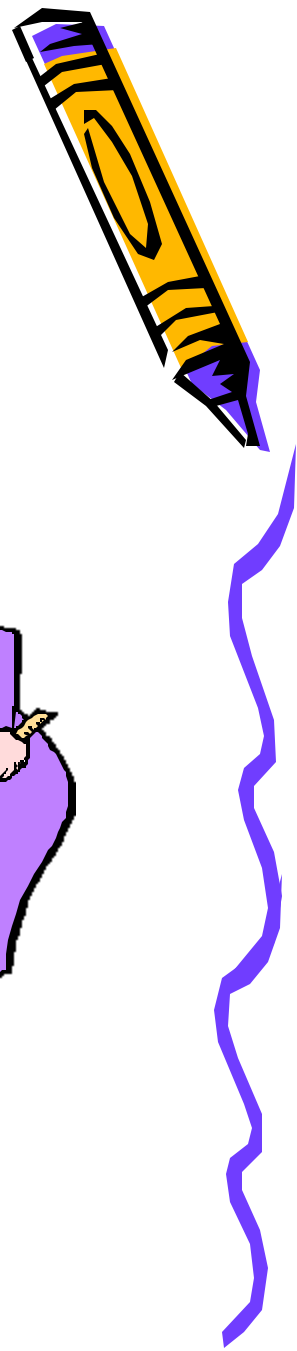
Legislative Requirements (cont.)

Individual grant awards shall not exceed
3.5% of an intermediate school
district's 2002-2003 state aid payment
under section 81



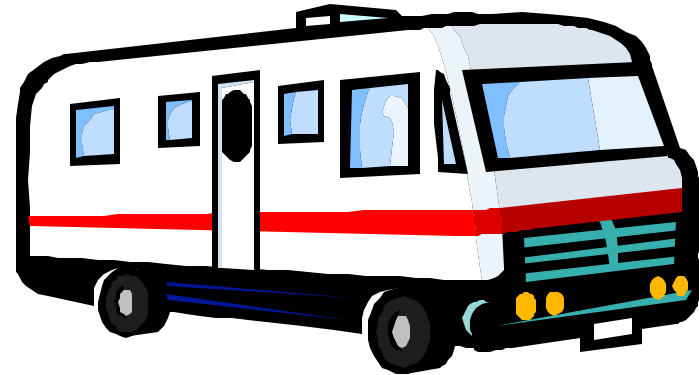
Great Parents, Great Start is not:

- Developing transitions to kindergarten
- Teaching parents kindergarten routines
- Setting up or staffing preschool classrooms



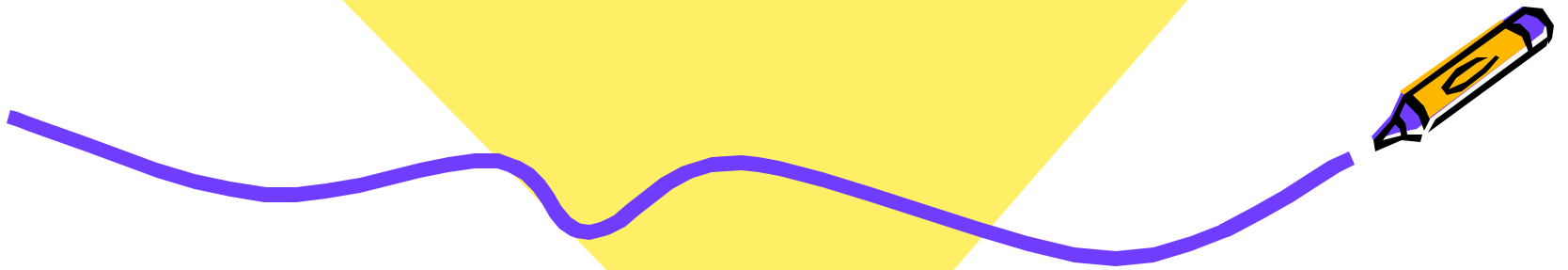
Great Parents, Great Start is not:

- Purchasing a mobile van or classroom
- Obtaining new playground/weight room equipment
- Training child care providers on quality preschools
- Purchasing hearing and vision screening instruments

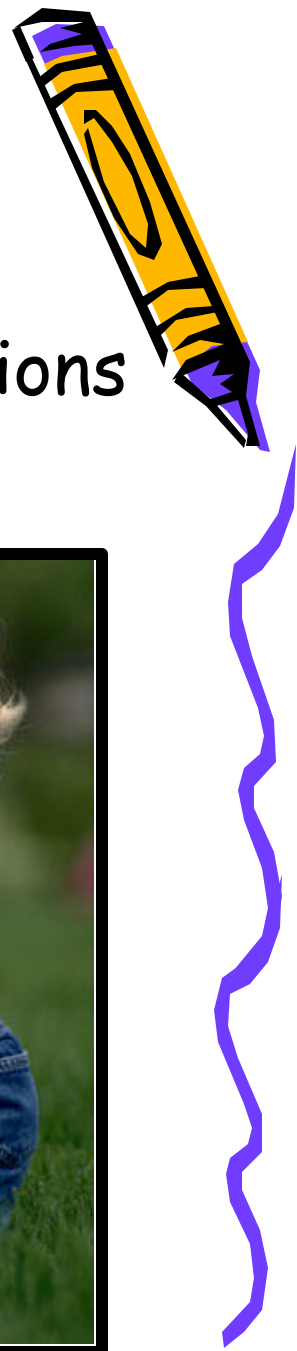




Learnings from Others....



ASAP-PIE LEARNINGS



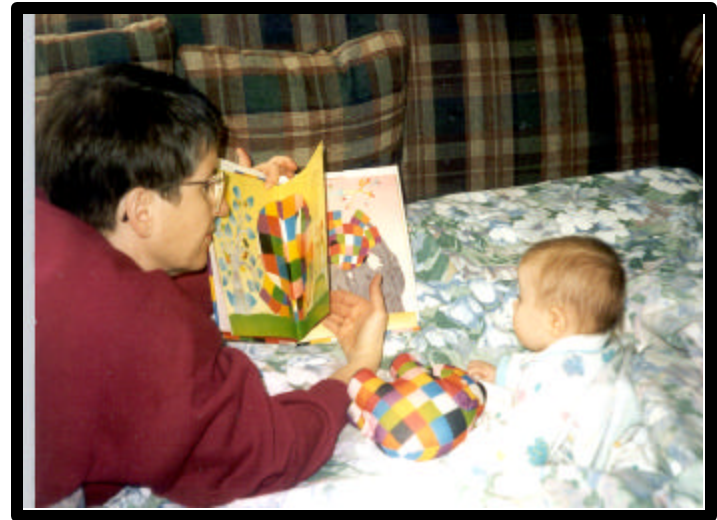
- Value of universal and targeted populations
- Benefits of using an asset approach
- Importance of community collaboration
- Importance of involving local school districts



Experience of Other Intermediate Districts:

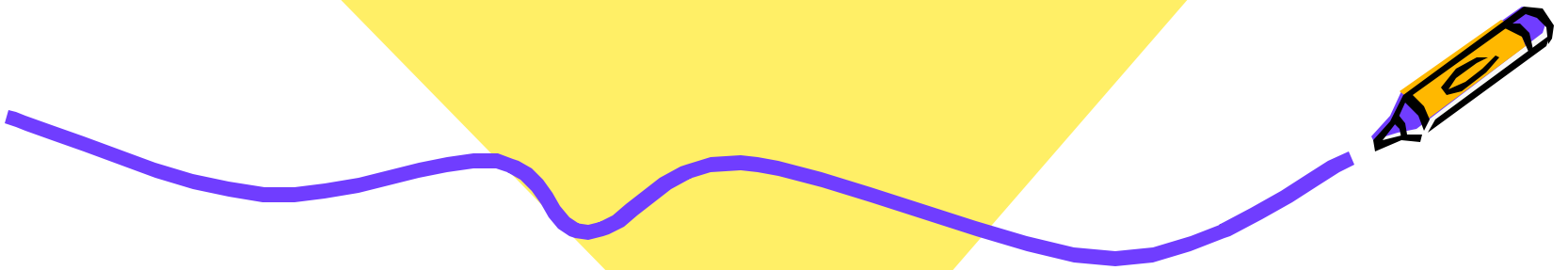
Getting the most from limited resources

- Linking to community partners and local school districts stretches limited dollars
- Building on existing services reaches more families
- Avoiding new stand-alone programs saves money





Where to Begin...



Start With Best Practices

- Collaboration
- Home Visiting
- Groups of parents and children together supported by trained professionals
- Access to Community Resources

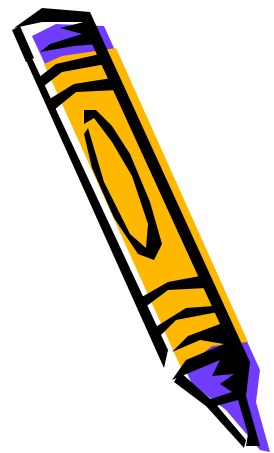


Recommended sources: MSU Best Practices Briefs
and ASAP-PIE Phase One and Phase Two Reports

Things to Consider.....



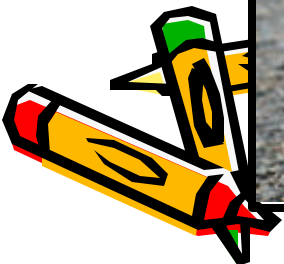
- What community entities exist?
- Which to contact?
- Time needed to plan?
- Existing services?
- What services can be built on or expanded to provide 32j services for a
 - universal population?
 - targeted population?
- Sources of Match?



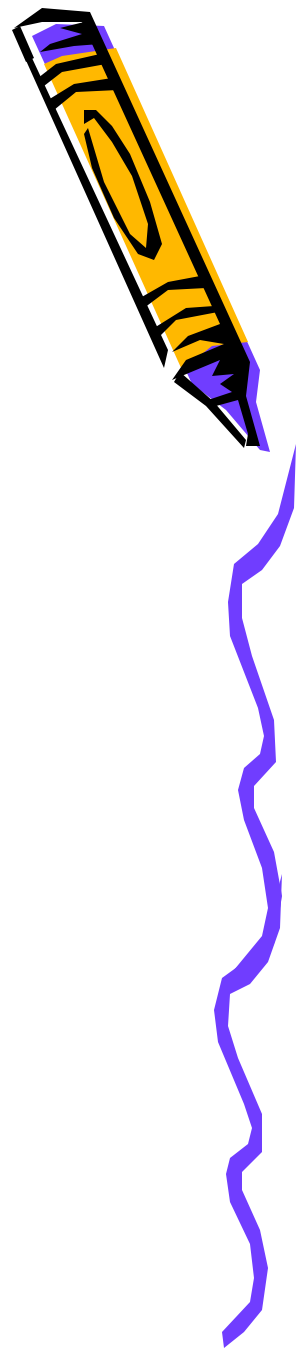
When looking at Community Partners



- Seriously examine your willingness to truly collaborate...
- Identify those partners with whom you currently collaborate....
- Invite new partners who are interested in being part of a collaborative effort....



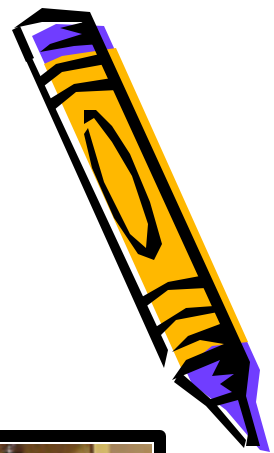
Building on existing services



1. Begin by identifying existing services offered by community entities
2. Expectation that new services
 - aren't created in isolation
 - are built on existing services to maximize funding



Universal and Targeted



Ways to reach all families

- Use technology
- Partner with hospitals, media, schools

Ways to reach targeted families

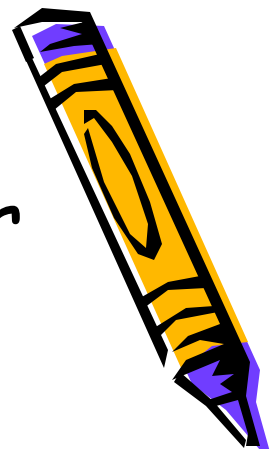
- Through existing programs



Play groups

If planned to be a universal service for all families, be sure to

- Plan for numbers of drop-in families
 - Have a clear, planned educational focus for parents at each session
- Plan to assure they are age and developmentally appropriate for any child who attends
 - Have parents actively involved with their children



Play groups

If planned to focus on targeted families, be sure to have

A planned enrollment

Identified goals

A planned, sequenced curriculum

Activities that are age and developmentally appropriate for each child in attendance

Parents and children actively involved together



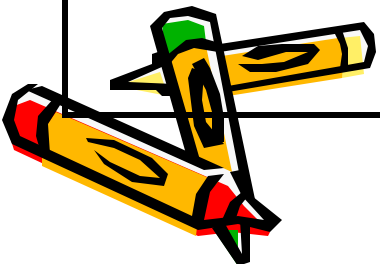


What a program might
provide for universal
services....

One or more services such as child development information....



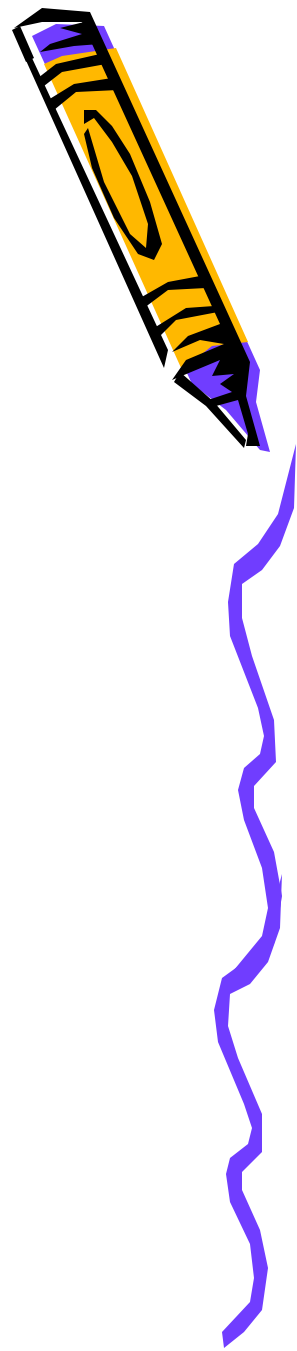
Weekly feature article in the local paper or during a weekly radio program	Parent education web site information provided by 4C staff to parents
Informational materials at store's toy section	Birth-5 information in existing parent newsletters
A video, such as those produced by I AM YOUR CHILD, to be shown in waiting rooms	Information on the ISD's/partners' web site(s)

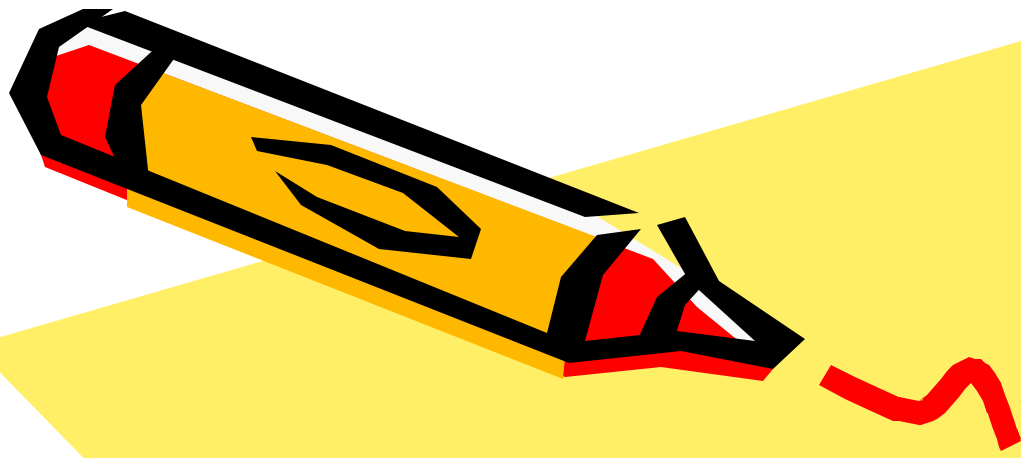


Additional low cost parent education
ideas for a universal population can be
obtained from the

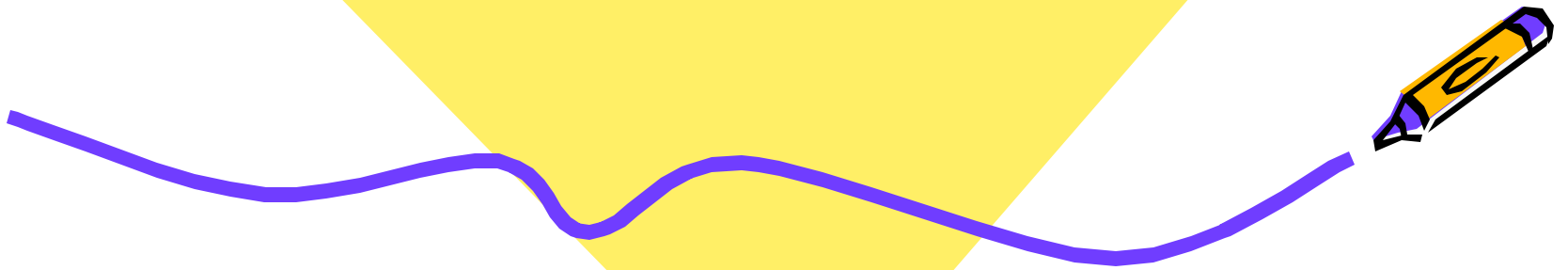
Michigan Association of
Intermediate School
Administrators, Early Childhood
Education Subcommittee.

Contact Lena Montgomery at
Wayne RESA
montgol@resa.net

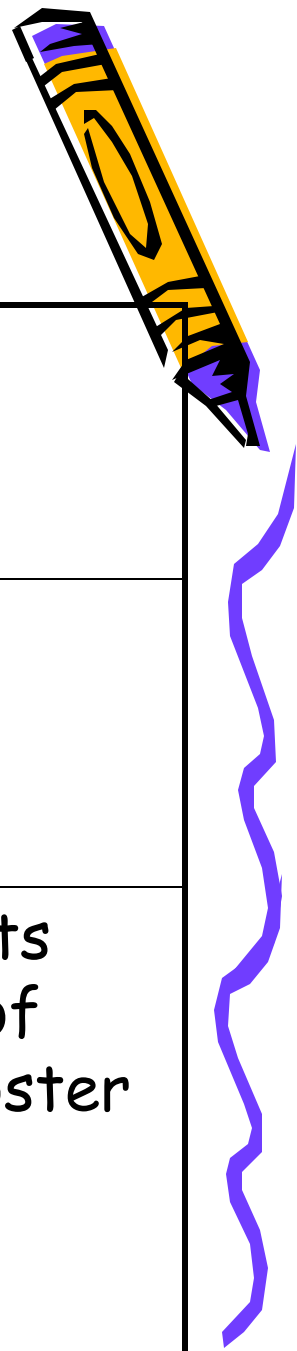




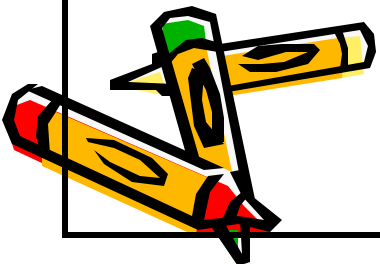
What a program might
provide for targeted
services:



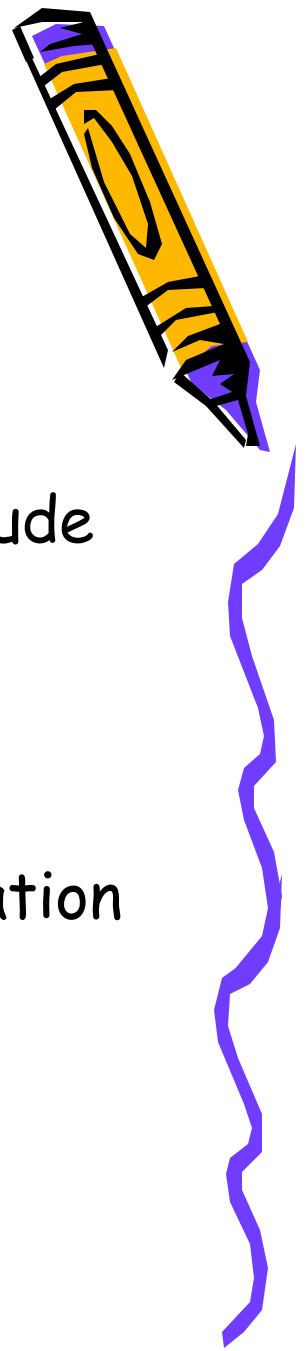
A targeted population, for example,
might be one of the following....



Teen Parents	Incarcerated parents	FIA client families
WIC mothers	Mothers and children in shelters	Depressed parents
Families with limited English speaking skills	Parents residing in priority school(s) neighborhood(s)	Foster parents and parents of children in foster care



Examples of targeted parent education services

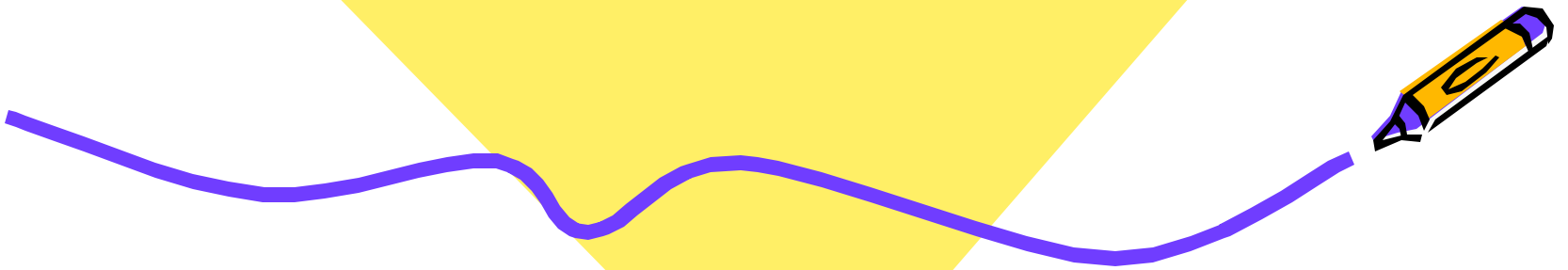


- Expanding existing home visiting programs to include school readiness content and skills
- Expanding existing parenting programs to include families needing services who don't meet the initial programs' eligibility
- Funding a second newborn nurse home visit focused on parenting
- Working with 4C staff to create parent education experiences through child care programs for parents in priority school neighborhoods
 - Providing parent education activities in shelters and jails

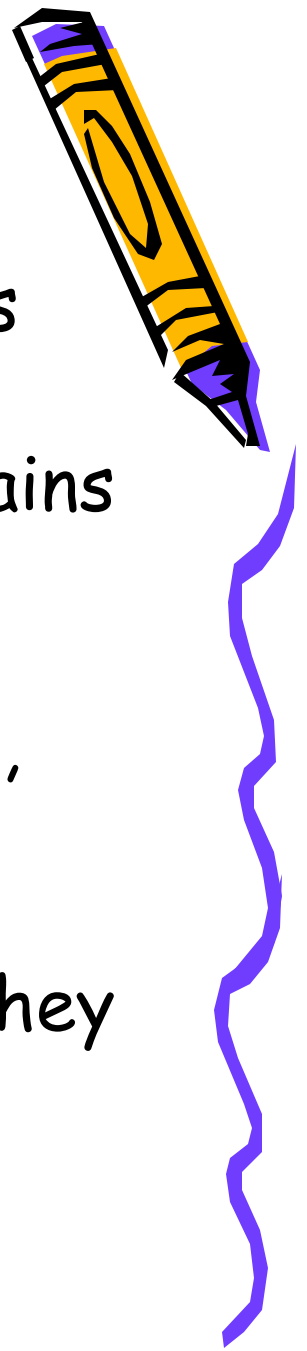




Budgets.....



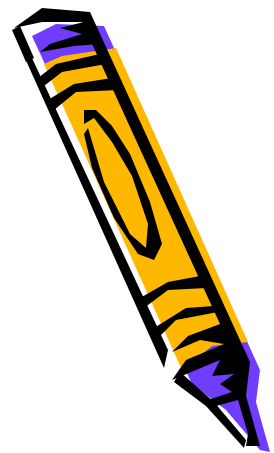
Finally, be sure to include:



- A budget summary page where all totals add up correctly
- A budget detail page that further explains the budget summary with totals that match between the two budget parts
- A budget narrative that explains match, outgoing transfers, break of administrative costs, etc.
- 32j budgets of partnering agencies if they will be receiving outgoing transfers of grant funds



Match—must be from local and private sources



- 20% of total MDE grant funds with at least half of that (10% of total) in cash



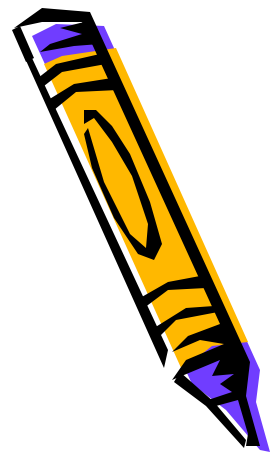
Match

- Schools can use general fund sources
- Cannot use state aid designated funds
- ASAP-PIE and MSRP funds cannot be used as match for Section 32j

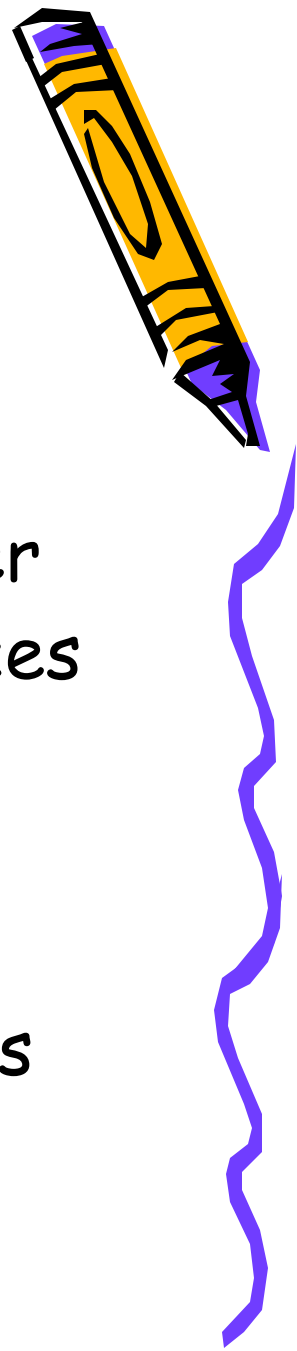


Examples of Allowable In-Kind Match:

- Air time or print space provided by the media
- Printing costs for publications
- Time spent working with partners on 32j collaboration
- Costs of shared professional development activities



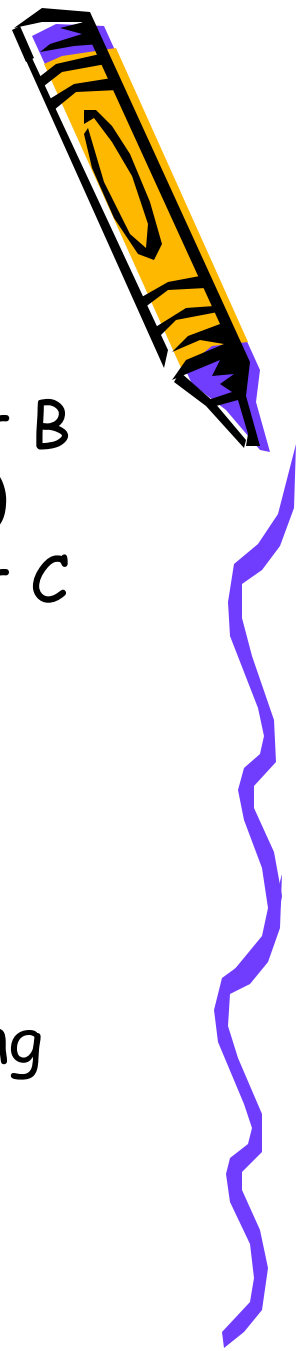
Examples of Allowable Cash Match:



- Parent donations to receive a newsletter
- Parent fees on a sliding scale for services
- New community and foundation dollars
- Americorps dollars for staff
- LEA foundation allowance
- Head Start and Early Head Start funds
(must be for a targeted population)



Additional examples of funds not allowed for match:



- Title I Part A funds
- Section 31a at risk funds
- Strong Families/ Safe Children funds
- Medicaid
- Federal IDEA Part B (special education)
- Federal IDEA Part C (Early On)
- CTF funds
- 0-3 Secondary Prevention funds
- 21st Century Community Learning Centers Grants



Administrative Costs



Break out costs that support the internal operation of the program from costs for direct services to families

- Materials that go to families vs. ISD materials for staff
- Equipment used by staff who work with families vs. equipment used by an administrator overseeing over the total program





Questions?

Jackie Wood, Michigan
Department of Education

Woodjac@michigan.gov

517-241-4741

